DOCUMENT RESUME

ED 168 404 HE 011 096

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TITLE An Investigation of Environmental Press and Personality Needs of Special Studies Students and an Investigation of Environmental Press and Its Association with Special Studies Student Achievement.
PUB DATE 14 Jan 78
NOTE 41p.; Paper presented at the Georgia Educational Research Association Meeting (January 13-14, 1978) ; Best copy available

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *College Environment; College Students; Comparative Analysis; Higher Education; *Individual Characteristics; Institutional Characteristics; *Nontraditional Students; Personality Theories; *Student College Relationship; Student Needs; Tables (Data); Testing
IDENTIFIERS *Georgia; *High Risk Students

ABSTRACT

Studies were conducted through the University System of Georgia to determine: if there were significant differences in the environmental presses of the eight institutions in the study; if there were significant differences in the personality needs of the special studies students; the degree of compatibility between the institutional environmental press and the personality needs of the special studies students; and if there were any significant associations between higher or lower achievement in reading, English, and mathematics of the special studies students in the various environmental presses. The theoretical framework centered around the personality theories of Henry Murray and John Holland. The population under investigation, the special studies students, did not qualify for regular admission to the institutions they were attending. The College Characteristics Index, Form 1158, was chosen to assess the evaluation of the environment; the Stern's Activities Index, Form 1158 (short form), was administered to the special studies students. The Comparative Guidance and Placement Test, a six part test published by the College Entrance Examination Board, was also administered. To obtain a valid environmental press assessment, the College Characteristics Index was administered to a representative stratified cross section of upperclass students at each institution. Among the conclusions were: that the eight institutions provide significantly different environmental presses for their student bodies; and that there were significant differences between the perceived personality needs of the special studies students. (SW)

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An Investigation of Environmental Press and Personality Needs of Special Studies Students and An Investigation of Environmental Press and Its Association with Special Studies Student Achievement

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Running head: Special Studies Achievement--Need-Press Relationships

Background

Concurrent with the national emphasis on and development of open access to higher education, researchers have looked at the interrelationships between the institution's environmental press, students' personality needs, and student behavior. Chickering, McConnell, Cross, Holland, Astin, Pace, Stern, and Thistlewaite have been leaders in research defining personality needs of students, associations between environmental press and such aspects of student behavior as achievement, career plan changes, major changes, and aspiration level. For the most part, however, the research in the past has been concentrated on the college student who met regular admissions standards. The target population of our studies was the Special Studies student of The University System of Georgia. In 1973, the Board of Regents created a Special Studies population by mandating that each institution in the system develop a remedial program designed to alleviate deficiencies in reading, English, and mathematics. The result of the Board of Regents mandate has been the development of separate Special Studies programs in each of the institutions of the system. Students placed in the Special Studies programs have failed to meet individual institution minimal admission requirements on the Scholastic Aptitude Tests and the Comparative Guidance and Placement Tests. This population of students has

been referred to in the literature of higher education as high risk, marginally qualified, underprepared, slow achieving, the new student, and other names.

Purposes of Studies

The purposes of these studies were as follows:

1. To determine if there were significant differences in the environmental presses of the eight institutions in the study.

2. To determine if there were significant differences in the personality needs of the Special Studies students enrolled in the eight institutions.

3. To determine the degree of compatibility between the institutional environmental press and the personality needs of the Special Studies students enrolled in the eight institutions under investigation.

4. To determine if there were any significant associations between higher or lower achievement in reading, English, and mathematics of the Special Studies students in the various environmental presses.

Theoretical Framework

The theoretical framework for this study centered around the personality theories of Henry Murray and John Holland. The belief of these personality theorists incorporates a relationship between environmental press and personality needs. Students approach higher education with different personality

needs, academic abilities, and objectives; therefore, the pairing of student and institution for the best fit is deemed essential under the personality and vocational development theories of Murray and Holland. These theorists proposed that environmental press--personality need compatibility is necessary for the maximization of a student's potential in the academic setting.

Methods and Procedures

Selection of Institutions

A selection of eight institutions from The University System of Georgia was drawn for the purposes of these studies. To help insure the presence of a variety of environmental presses, the institutions were selected on the following demographic characteristics: Rural/urban, residential/ nonresidential, level of education offered, predominance of race, and program emphasis.

Target Population

The population under investigation was the Special Studies students in each of the eight institutions. One thing that all Special Studies students have in common is that they do not qualify for regular admission to the institution they are attending in The University System of Georgia.

Selection and Description of Instrument

The College Characteristics Index, Form 1158, was chosen to assess the evaluation of the environment in these studies.

The College Characteristics Index was selected because it was constructed on the theoretical concepts of Murray and Holland which are the same theories used in the conceptual framework.

The College Characteristics Index generally asks students to indicate what they perceive to be characteristic of their institution. To insure that the items on this instrument are adequately distributed among the various components of the conventional college environment, the following elements were included: faculty characteristics, program and course content, classroom activities, extracurricular, academic, organizational structure, rules and regulations, physical plant and facilities, student personnel practices, student characteristics, community life, extracurricular activities, and study patterns.

The College Characteristics Index is untimed and requires an average of forty minutes for completion. The responses are reported in thirty press measures that are analyzed into eleven factor scores and five culture scores were used in the Scheffé Analysis and Spearman Rho calculation of these studies because they provided simultaneously the most detailed and accurate information obtainable from the College Characteristics Index.

Activities Index

Stern's Activities Index, Form 1158 (short form), was used for administration to the Special Studies students at

the eight institutions involved in the study. The short form was recommended by the Special Studies students' instructors at the various institutions under investigation. Their recommendation was based on the belief that the Special Studies student could not complete the 300-item long form in a normal fifty minute class period. The short form consists of 91 items which measured the following four personality dimensions: (1) achievement orientation, (2) dependency needs, (3) emotional expressions, and (4) educability. The response from the Activities Index are reported in eleven factors and five cultures comparable to and compatible with the eleven factors and five cultures in the College Characteristics Index.

Comparative Guidance and Placement Test

The Comparative Guidance and Placement Test is a six part test published by the College Entrance Examination Board. The first three parts of the test are designed to measure present levels of student achievement in reading, English, and mathematics. Achievement scores for each of the three sections are reported in percentiles ranging from twenty to eighty. Percentile scores from the students' entrance and exit Comparative Guidance and Placement tests were used in the covariance analysis and the Spearman Rho correlation analysis of these studies.

Administration of Instruments and Data Analysis

College Characteristics Index

To obtain a valid environmental press assessment, we

administered the College Characteristics Index to a representative stratified cross section of upperclass students at each institution. The upperclass population at each institution was analyzed for the minimum number of contributors necessary for valid environmental assessment and the percentages of students required in the following stratifications: male, female, white, nonwhite, residential, and nonresidential. The total number of sample contributors was left open ended once the minimum number required for valid assessment had been met. The representative stratification percentage requirements, however, were strictly adhered to in the collection of the data. The investigators administered the College Characteristics Index to each of the identified classes at the eight institutions during the months of April and May, 1976.

Insert Table 1 about here

Analysis of College Characteristics Index Responses

In order to test the hypotheses of this investigation; i.e., that there were no perceived difference between the institutional press at the eight institutions under investigation, it was necessary to determine if the means of the institutional scores on the College Characteristics Index varied significantly on each factor for each institution. This was accomplished by the performance of a one way analysis of variance

on each of the thirty scales, eleven factors, three areas, and five cultures by institution, by sex, and for the total sample. Each scale, factor, area, and culture was checked for homogeneity of variance by the use of Bartlett's Chi Square technique. Upon completion of the analysis of variance, the significant differences determined were further analyzed by the use of the Scheffé technique for multiple comparisons. The .05 level of confidence was used.

Activities Index

All institutions chosen for the study agreed to allow the use of class time for the administration of the Activities Index. Stern's Activities Index was administered to all Special Studies students taking at least two remedial courses at all eight institutions in the study. The administration of the test involved all Special Studies students in the above categories present on the day of the administration. The population tested was, therefore, the total population. Though, in most cases, the instructor remained in the class for the entire period, the test was administered by the investigators. This table gives a breakdown of the Special Studies students given the Activities Index at each of the eight institutions. It should be noted that questionnaires with more than two items omitted were rejected.

Insert Table 2 about here

Analysis of Activities Index Responses

In order to test the hypotheses of this investigation; i.e., that there was no significant difference between the perceived personality needs of the Special Studies student at the eight institutions, it was necessary to determine if the means of the institutional scores on the Activities Index varied significantly on each factor for each institution. This was accomplished by the performance of a one way analysis of variance on each of the twelve factors, four areas, and five cultures. On the Activities Index, males and females are normed separately necessitating an analysis by institution and by sex on each of the factors, areas, and cultures. The culture scores are the common element between the two instruments and the ones used for comparison of the different variables in this investigation. Each scale, factor, area, and culture was checked for homogeneity of variance by the use of Bartlett's Chi Square technique. Upon completion of the analysis of the variance, the significant differences determined were further analyzed by the use of the Scheffé technique for multiple comparisons. This method was used to test significant differences between all possible pairs. The .05 level of confidence was used.

Analysis of Compatibility

The congruence--dissonance factor was inferred by the use of the means and standard deviations of the groups at each institution. This is a reconciliation on nomological grounds

as suggested by Stern, and based on the belief that "aggregates of students in particular locations tend to share common personality characteristics and a relevant environmental press."

Comparative Guidance and Placement

Test Data Collection

The student behavior scrutinized in this investigation was the Special Studies students' achievement in reading, English, and mathematics. Achievement scores from the Comparative Guidance and Placement Test in reading, English, and mathematics were gathered on each student enrolled in Special Studies classes at each institution who took an entrance Comparative Guidance and Placement examination, completed a Special Studies course or courses, and took an exit Comparative Guidance and Placement examination during the fall quarter of 1975. The achievement data were supplied by either the Director of Special Studies or the Registrar at the institutions in the study.

Analysis of Comparative Guidance

and Placement Data

Because we intended to control for achievement input factors and the fact that there were unequal numbers of cases in the total Special Studies population, the Duncan Multiple Range Covariance Analysis was employed to determine if significant differences existed in the categories of Special Studies student achievement in reading, English, and mathematics. The Duncan Multiple Range test was successful in identifying and locating significant differences among the institutions in the following categories of Special Studies student achievement: institution

total, male, female, white male, white female, black, white, black male, black female.

Hypothesis I

The studies being reported here have the first Hypothesis in common, that is: there was no significant difference in environmental press among the eight institutions in the study as measured by the College Characteristics Index.

The Scheffé Analysis results of the College Characteristics Index indicated that the Hypothesis I should be rejected. Significant differences at the .05 level of confidence among the eight institutions were found on ten of the eleven factors and on all five of the culture scores.

Stern gives three area composites to characterize institutions: intellectual, nonintellectual, and impulse control. The institutions under study were divided between and classifiable under either the intellectual or nonintellectual area composites.

Intellectual Area

Institutions four, five, and six were described by their upperclass students as exerting an intellectual area climate as defined by the College Characteristics Index.

According to Stern, eight of the eleven College Characteristics Index factors covaried together to define the overall dimensions of the intellectual area. They include the more conventional aspects of the academic program, aspirational level, intellectual climate, student dignity, academic climate,

academic achievement, self-expression, and an absence of *vocational climate and work-play factors.*

Institutions four, five, and six were characterized as being in the intellectual area on the strength of their intellectual climate, student dignity, and academic climate factor scores, plus the absence of a strong press for vocational climate and work-play factors. For the most part, these institutions can be described as emphasizing the quality of staff and physical plant devoted to scholarly activities in the humanities, and arts and social sciences. The students tend to show interests in intellectual seminars and exhibits. There appears to be an administrative concern for the maintenance of a high level of self-determination and responsibility among the students. The climate is nonauthoritarian and the student conduct is regulated by means other than administrative fiat.

The upperclass students at institutions four, five, and six also defined their institutions as placing emphasis on the quality of staff and physical facilities in the conventional areas of the humanities, social sciences, and natural sciences. The academic climate factor described at these institutions was a more limited version of the intellectual climate factor in that it was directed to such things as adequate library holdings, good laboratories, course offerings, and faculty. In addition, students felt that they are expected to have high goals and objectives and the students perceive that they

are considered to be capable of achieving them. Though the upperclass students at these institutions perceive an emphasis on the development of leadership potential and self-assurance, they felt their opportunity to do so was only average.

Nonintellectual Area

Institutions one, two, three, seven, and eight were described by their upperclass students as exerting a non-intellectual area climate as defined by the College Characteristics Index. According to Stern, the highest loadings in this area are on the factors: group life, academic organization, social form, play-work, and vocational climate. Unlike institutions four, six, and five, which were very similar, there is more variance among institutions one, two, three, seven, and eight in these nonintellectual areas.

Institution seven was defined by its students as exerting a strong press strictly on the vocational climate factor only. The students perceived institution seven as emphasizing the practical and applied activities, rejecting the aesthetic experience and maintaining a high degree of orderliness and conformity in student-faculty relationships.

In contrast to institution seven, institutions one, two, three, and eight, though defined in the nonintellectual area and identified as exerting significantly high vocational climate presses, were perceived by their upperclass students as exerting more of a collegiate culture press in addition

to the vocational culture press. The difference noted above is due to the relatively high factor scores by institutions one, two, three, and eight on academic organization and self-expression factors. These institutions were perceived by their upperclass students as stressing organization and structure in the academic environment, student affairs, and adhering to strict conventional student personnel policies. The institutions were viewed as supportive in nature and catering to dependency needs of their students. According to the group life, social form, and play-work factor scores of these institutions, the campuses are characterized by a great deal of partying, informal dating, formal group activities, dancing and drinking, and the development of social graces as usable skills.

Institution three at first appears to be a pivotal institution between the intellectual and nonintellectual areas according to scores on the eleven factors and five cultures. However, because of the protective and vocational culture scores, institution three belongs in the nonintellectual area even though there are no significant differences between institutions three, four, five, and six on the intellectual climate, academic achievement, and academic climate factors. This does not appear illogical when we consider the fact that institution three offers several applied or technical programs such as nursing and drafting as well as strong programs in

the fine arts, social sciences, and the humanities.

Hypothesis II

There was no significant difference between the perceived personality needs of the Special Studies students at the eight institutions as measured by the five culture scores on the Activities Index. Again, it was necessary to separate male and female populations at the eight institutions to attack this hypothesis. The Scheffé test for multiple comparisons did locate some significant differences at the .05 level of confidence in both the male and female populations and the null hypothesis was rejected on the basis of those findings. In the breakdown of the culture scores, it became obvious that very few significant differences were found.

Activities Index--Achievement Orientation--Female

The mean for the seven institutions for the female Special Studies students was below the mean for the national sample in achievement orientation; and, in addition, all institutions in the group were below the national mean. There were no significant differences between the institutions. These low scores in area one indicated that the entire group had some indifference to personal achievement or ascendency over others.

Activities Index--Dependency Needs--Female

The mean for the institutions was above the national norm for dependency and no institution in the investigation was below the national norm. Institution six did differ significantly

from institutions two and three. Institution six was well below those institutions in dependency needs, but still well above the mean for the national sample. These findings tend to point toward a high level of dependent, submissive, socially controlled behavior for the females at the eight institutions in the study.

Activities Index--Emotional Expression--Female

The mean for the institutions in the study was below the national mean in area three. Although there were no significant variances between institutions, three of the eight institutions, two, three, and eight, were above the national norm, which would indicate that there was more of a tendency toward some high levels of social participation and emotional spontaneity at these institutions. In general, however, the females of the eight institutions shared tendencies toward social isolation and emotional constraint.

Activities Index--Educability--Female

The mean for the institutions in this study was above the mean for the national sample, and all institutions in the study were above the institutional mean with the exception of institution six. The high scores in this area indicated that the female Special Studies students at the eight institutions are not likely to be original or creative, but they are likely to accept direction readily and be educationally tractable.

Activities Index--Achievement Orientation--Male

In achievement orientation, the grand mean for the male population at the eight institutions was below the mean for the national sample. There was one institution that was above the national group in achievement orientation and that institution varied significantly from institution four in this area. These low scores in achievement orientation suggested, as was the case with the female population, that the male Special Studies students at the institutions under investigation show some indifference to personal achievement or ascendency over others.

Activities Index--Dependency Needs--Male

As was the case with the female population, the male Special Studies students at the eight institutions scored above the mean for the national sample on dependency needs. Though there was a significant variance between the male populations at institutions seven and eight in dependency needs, both schools were above the mean for the national sample. These findings indicated that the males also tend to have a high level of dependent, submissive, socially controlled behavior patterns.

Activities Index--Emotional Expression--Male

Low scores in emotional expression kept the eight institutions below the mean for the national sample as was the case for the female population. Institution two was the only

institution of the eight scoring above the national sample and it had a significant variability from institution five in this area. The high score of institution two indicates a tendency toward some high levels of social participation and emotional spontaneity at that institution. The eight institutions, however, showed a marked tendency on the part of the male Special Studies students toward social isolation and emotional constraint.

Activities Index--Educability--Male

The male Special Studies students scored above the mean for the national sample in educability. However, the populations at three of the eight institutions were below the mean for the national sample. These institutions were numbers three, four, and seven. The male Special Studies students at institution two showed significant variability from the same population at the three institutions scoring below the mean for the national sample. Male Special Studies students at institutions three, four, and seven moved toward academic nonconformity and the students had a tendency to be restive, showed restraint to supervision, and were potentially original and/or creative. This tendency differed from the same population at institutions one, two, five, six, and eight. However, the group as a whole would be less likely to be original or creative but would tend to accept direction readily and be educationally tractable.

Hypothesis III

It was hypothesized that there were institutions included in this study whose environmental press as perceived by a sample of upperclass students lacked congruence with the perceived personality needs of Special Studies students at those institutions. It was evident from the data provided by the study that there was no clear cut pattern of congruence or dissonance common to the institutions in the study. Hypothesis III was rejected on that basis. It was evident from the data provided that there were significant differences in individual institutional samples and these are pointed out here. In looking at the five scales of the College Characteristics Index and the Activities Index, we looked for differences in standard deviations of the various institutions. The five common scales of the two instruments to be examined are: (1) expressive, (2) intellectual, (3) protective, (4) vocational, (5) collegiate.

On the collegiate scale, the total sample and the male and female samples for institution one were above the means of the eight institutions, with institutional press perceptions of the upperclass females being slightly more than one standard deviation above the mean. Both the male and female Special Studies students were below the mean on this scale with more than one standard deviation separating their perceived personality needs in this area from the perceived institutional press of the upperclass sample.

Insert Table 3 about here

Institution two was the only institution of the eight to show a difference greater than one standard deviation in any of the three categories on as many as three of the five scales. On the intellectual scale, the perceived institutional press of the upperclass females was below the institutional mean and the perceived personality needs of the male Special Studies students were above the institutional mean for a total difference of more tnan one standard deviation.

Insert Chart 1 about here

On the collegiate scale, the perceived institutional press was one standard deviation plus above the perceived personality needs of the female Special Studies students. In the next five colleges, institutions three, four, five, six, and seven, showed approximately the same patterns with respect to differences of one standard deviation or more between perceived environmental press and perceived personality needs. There was at least one standard deviation difference between all possible categories on the protective scale and no other differences as great as one standard deviation on any scale. Institution eight showed the same pattern as the above five colleges on the protective scale; but, in addition, had differences of one standard deviation or more on every possible

combination of the collegiate scale. In testing Hypothesis III, it was found that the perceived personality needs of the Special Studies students had many elements in common. This commonality of perceived personality needs, however, seems to bear little direct relationship to the perceived environmental press of the upperclass students at those same institutions. The greatest amount of common dissonance was found in the area of protectiveness. The student body needs connected with the protective scale are closeness, submissiveness, timidity, orderliness, sensuousness, and low self assertion. The environmental components of the scale are group life, social form, academic organization, and self expression. The negative rankings of the upperclass students and the positive needs expressed by the Special Studies students would indicate the potential for more than the usual number of problems to be encountered / Special Studies students, both male and female, at insitutions three, four, five, six, seven, and eight. The same would be true of the male Special Studies students at insitution two. Stern describes the collegiate environment as one of "academic nonachievement." If the perceptions of the students completing questionnaires were correct, the upperclass perceptions rating institution one above the norm for the group and the Special Studies students rating institution one below the same norm, this could cause a negative atmosphere for the student who must do remedial work.

Hypothesis IV

There were no significant associations between environmental press and the achievement of the Special Studies students in reading, English, or mathematics as measured by the Comparative Guidance Placement test in the following categories: institution total, white, black, male, female, white male, black male, white female, and black female.

Before we could accept or reject Hypothesis IV, the achievement data had to be analyzed for significant differences. The achievement data in reading, English, and mathematics were analyzed by nine different categories of Special Studies students: institution total, male, female, white, black, black male, white male, black female, and white female. These analyses were performed to detect any differences in reading, English, and mathematics achievement by race and sex within the Special Studies population at the eight institutions. In all, twenty-seven Duncan Multiple Range analyses were run, one for each type of achievement with each of the nine populations as characterized above. There were significant differences found in twenty-four of the twenty-seven analyses in the study. In the reading achievement, there were no significant differences found in the black male and white female catergories. In mathematics achievement, there were no significant differences found in the female category. Throughout the twenty-four analyses where significant differences were found, institutional rankings

and the institutions that were found to be significantly different from each other changed in all three areas of achievement.

The results of the Spearman Rho calculations indicated that Hypothesis IV should be rejected. In summary, the results of the Spearman Rho calculations were as follows:

1. For the categories, institutional total, black, white, and male, higher reading achievement was positively associated with higher intellectual area component presses.

2. For the categories, white, female, and white male, higher English achievement was positively associated with higher intellectual area component presses. Likewise, higher English achievement for the categories male and black male Special Studies students were positively associated with higher nonintellectual area component presses.

3. For the categories, institutional total, white, white male, and white female, higher mathematics achievement was associated with higher intellectual area component presses. For the categories, female and black female, higher mathematics achievement in a similar fashion was positively associated with nonintellectual area component presses.

Insert Charts 2, 3, 4, 5, 6, 7, and 8 about here

The sharpest differences in achievement--environment associations occurred between the male and female categories

in English and the black female, white female categories in mathematics.

Higher English achievement for the male category of Special Studies students was positively associated with higher nonintellectual area component presses and negatively associated with higher intellectual area component presses. Higher white female mathematics achievement was positively associated with higher intellectual area component presses, while higher black female mathematics achievement was positively associated with higher nonintellectual area component presses.

Conclusions

1. These studies have ascertained that the eight institutions under investigation provide significantly different environmental presses for their student bodies as these presses are perceived by the sample of upperclass students and reported on the College Characteristics Index.

2. The studies provided evidence that there were significant differences between the perceived personality needs of the Special Studies students. However, the data revealed definite patterns of perceived personality needs as measured by the Activities Index common among the Special Studies populations at the eight institutions under investigation.

3. It was evident, from the data provided, there were no clear cut patterns of congruence or dissonance common to the institutions in the study between the perceived personality needs of the Special Studies students and the environmental press perceived by the sample of upperclass students. However,

the study did point out areas of dissonance between the perceived environmental press of upperclass students and the perceived personality needs of Special Studies students enrolled at individual institutions.

4. These studies demonstrated that significant differences in the Special Studies student achievement in reading, English, and mathematics did exist among the eight institutions and identified where these differences existed.

5. These studies gave slight evidence that significant positive and negative associations between behavior, academic achievement, and different environmental presses do exist. The studies also identified these associations.

Implications

Basically, these research studies point out the need for Special Studies Programs to incorporate a guidance component. The studies have identified personality needs common to the Special Studies students and achievement differences from institution to institution that may relate to the individual's ability to cope with the press of his or her academic environment. Through orientation, behavior modification, motivation therapy, or other counseling techniques, attempts should be made to eliminate the tendencies toward personal achievement indifference, social isolation, and environmental constraint on the part of the Special Studies student.

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TABLE 1

THE STRATIFICATION REQUIREMENTS AND RETURNS FROM THE ADMINISTRATIONS OF THE COLLEGE CHARACTERISTICS INDEX

Institution	Total Upperclass Population	Percentage of Males	Percentage of Females	Percentage of White Students	Percentage of Non-white Students	Percentage of Residential Students	Percentage of Non-residential Students	Total Number of Students in Sample	Number of Male Students in Sample	Number of Female Students in Sample	Number of White Students in Sample	Number of Nonwhite Students in Sample	Number of Residential Students in Sample	Number of Nonresidential Students in Sample
Six	6,644	49	50	86	14	NA	100	210	105	105	181	29	NA	210
Two	617	42	58	6	94	43	57	75	31	44	5	70	32	43
Five	1,259	52	48	82	18	NA	100	93	47	46	75	18	NA	93
Seven	729	96	4	93	7	16	84	51	48	3	47	4	9	42
Eight	1,424	48	52	88	12	29	71	94	45	49	82	12	27	67
Three	283	53	47	77	23	NA	100	60	32	28	46	14	NA	60
Four	1,043	59	41	97	3	NA	100	98	57	41	95	3	NA	98
One	539	63	37	89	11	50	50	103	65	38	91	12	51	52

Table 2

Stratified Sample Returns from the Administration of the College Characteristics Index

	ABAC	ASC	BJC	CJC	CC	GSU	STI	VSC
Number of Male Students in Sample	65	31	32	57	47	105	48	45
Number of Female Students in Sample	38	44	28	41	46	105	3	49
Number of White Students in Sample	91	5	46	95	75	181	47	82
Number of Nonwhite Students in Sample	12	70	14	3	18	29	4	12
Number of Residential Students in Sample	51	32	NA	NA	NA	NA	9	27
Number of Nonresidential Students in Sample	52	43	60	98	93	210	42	67
Total Number of Students in Sample	103	75	60	98	93	210	51	94

Table 3

Returns from the Administration of the Stern Activities Index

Institution	Males Accepted	Females Accepted	Total En-Countered	Total Accepted
One	65	38	104	103
Two	58	48	110	106
Three	53	41	94	94
Four	19	28	47	47
Five	43	55	99	98
Six	40	44	104	84
Seven	48	0	48	48
Eight	22	43	65	65
Total	348	297	671	645

CHART 1

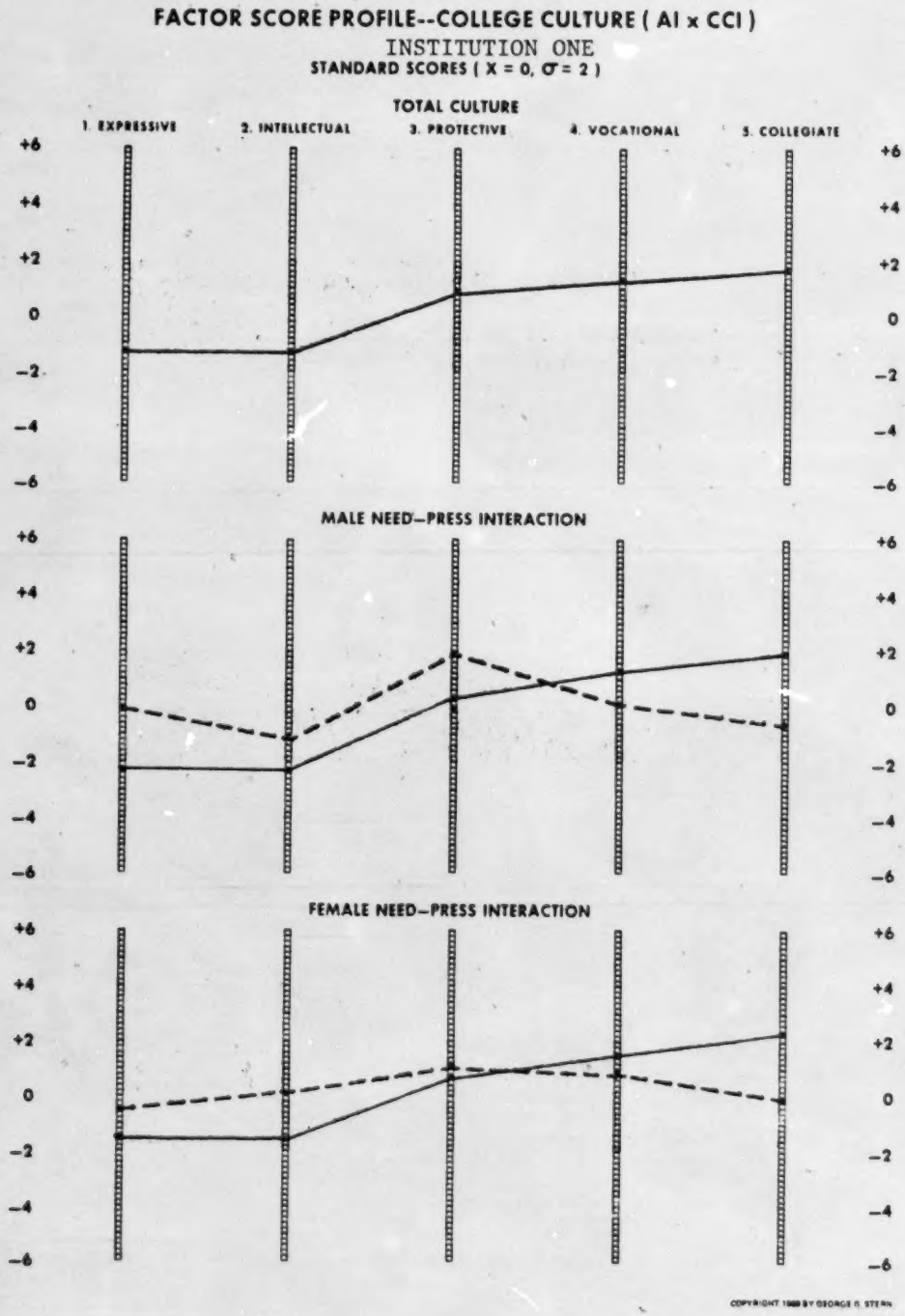

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CHART 2

FACTOR SCORE PROFILE--COLLEGE CULTURE (AI x CCI)

INSTITUTION TWO

STANDARD SCORES (X = 0, σ = 2)

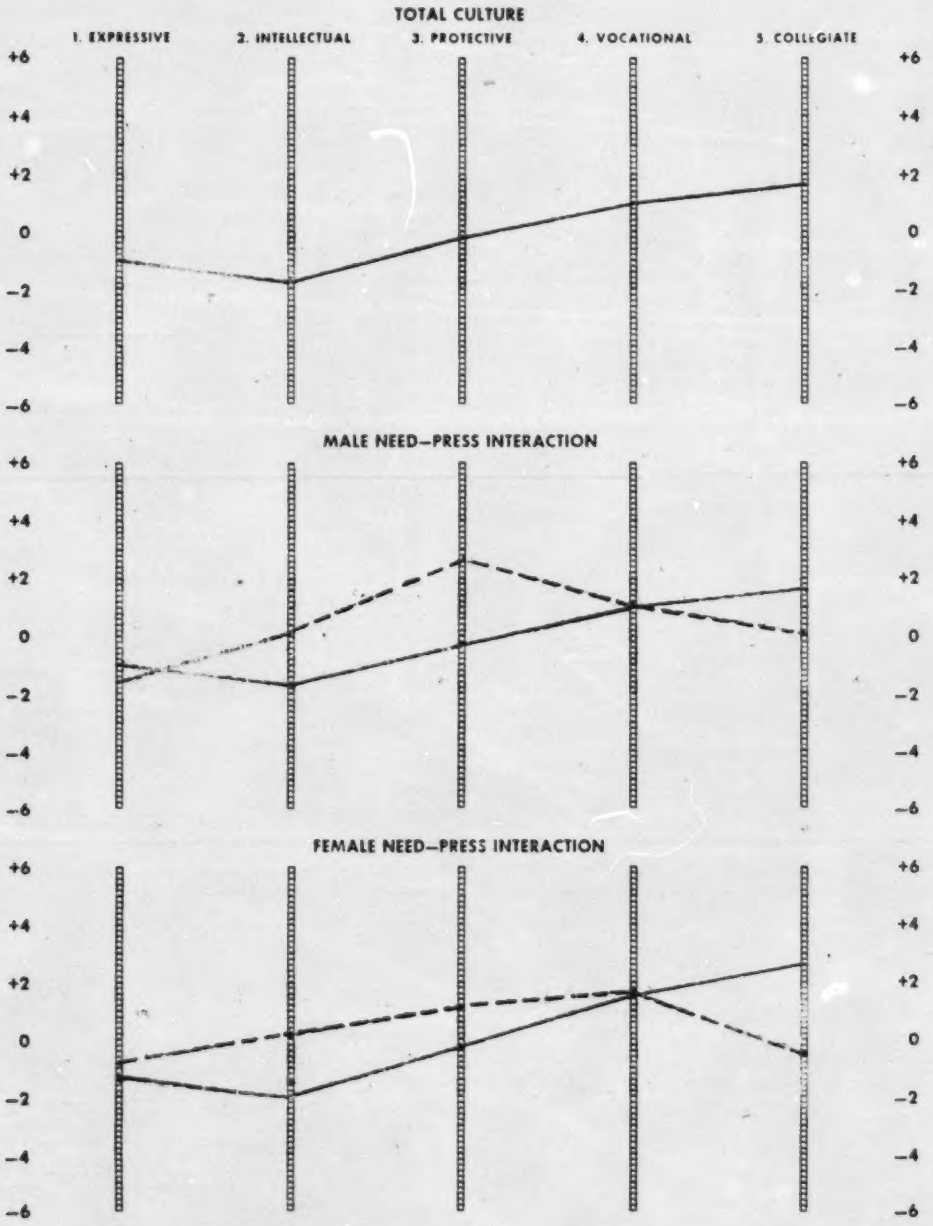

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CHART 3

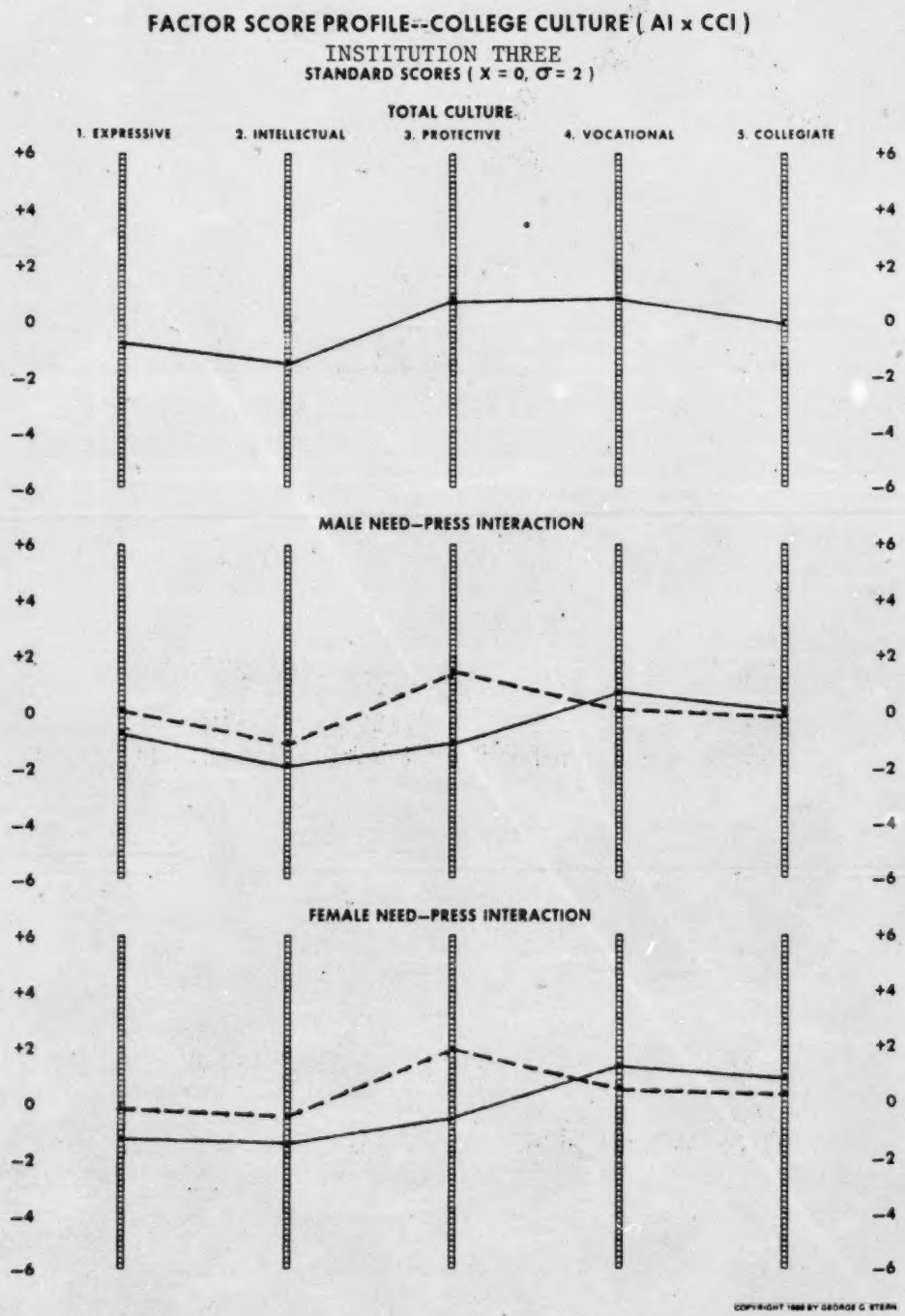
FACTOR SCORE PROFILE--COLLEGE CULTURE (AI x CCI)
INSTITUTION THREE
STANDARD SCORES (X = 0, σ = 2)
TOTAL CULTURE
1. EXPRESSIVE
2. INTELLECTUAL
3. PROTECTIVE
4. VOCATIONAL
5. COLLEGIATE
+6
+4
+2
0
−2
−4
−6
MALE NEED–PRESS INTERACTION
FEMALE NEED–PRESS INTERACTION
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CHART 4

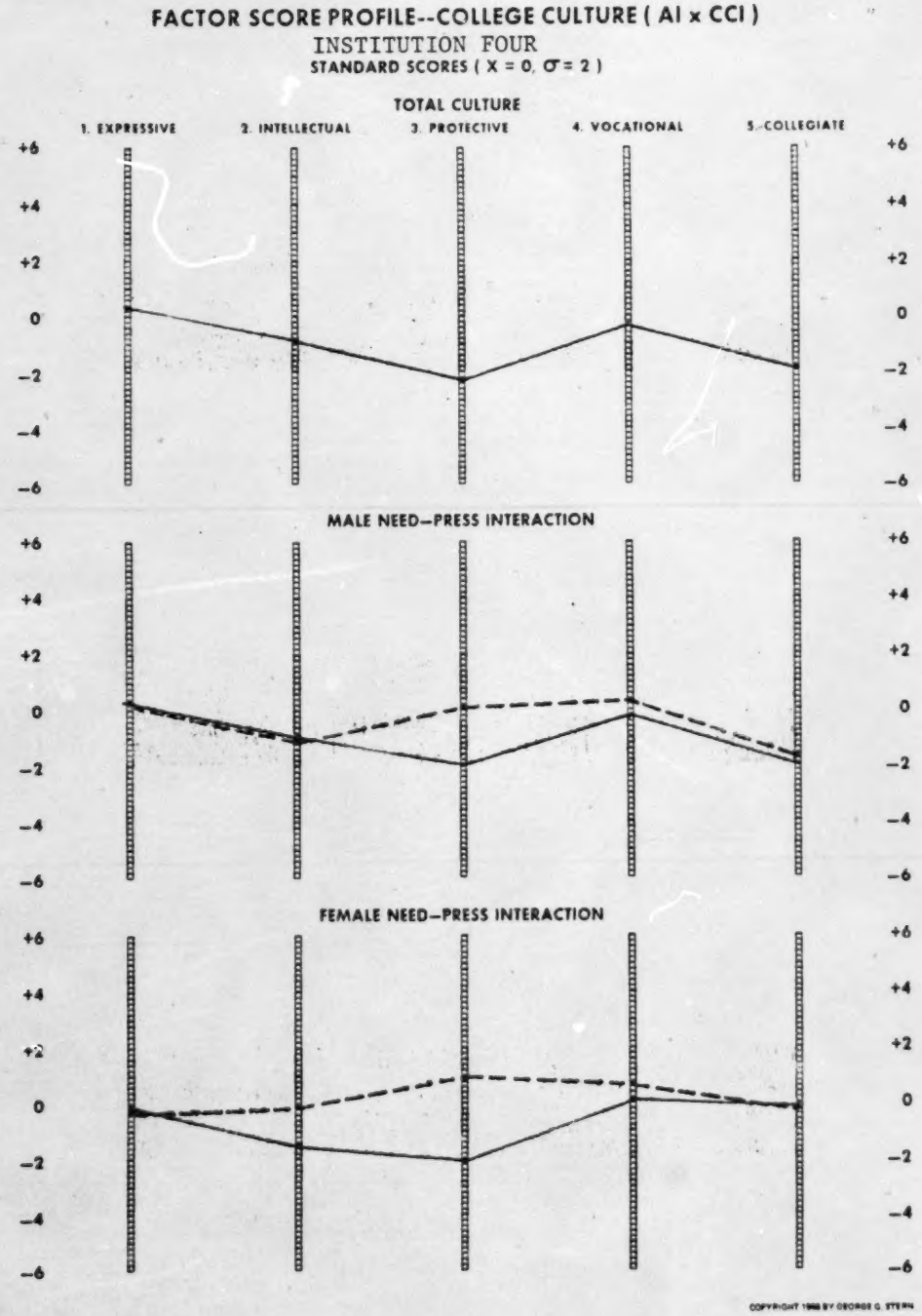

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CHART 5

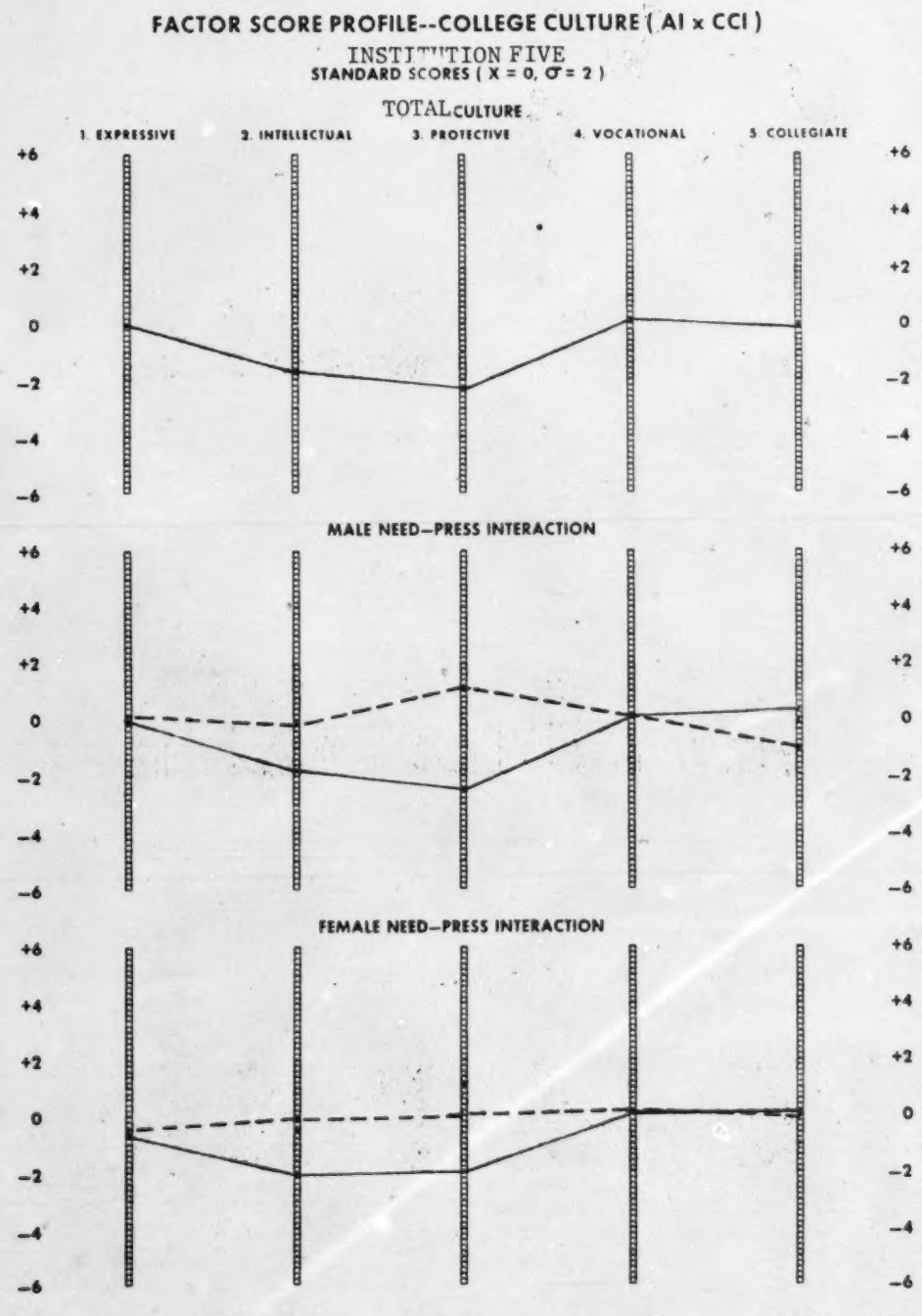
FACTOR SCORE PROFILE--COLLEGE CULTURE (AI x CCI)
INSTITUTION FIVE
STANDARD SCORES (X = 0, σ = 2)
TOTAL CULTURE
1. EXPRESSIVE
2. INTELLECTUAL
3. PROTECTIVE
4. VOCATIONAL
5. COLLEGIATE
+6
+4
+2
0
−2
−4
−6
MALE NEED–PRESS INTERACTION
FEMALE NEED–PRESS INTERACTION
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CHART 6

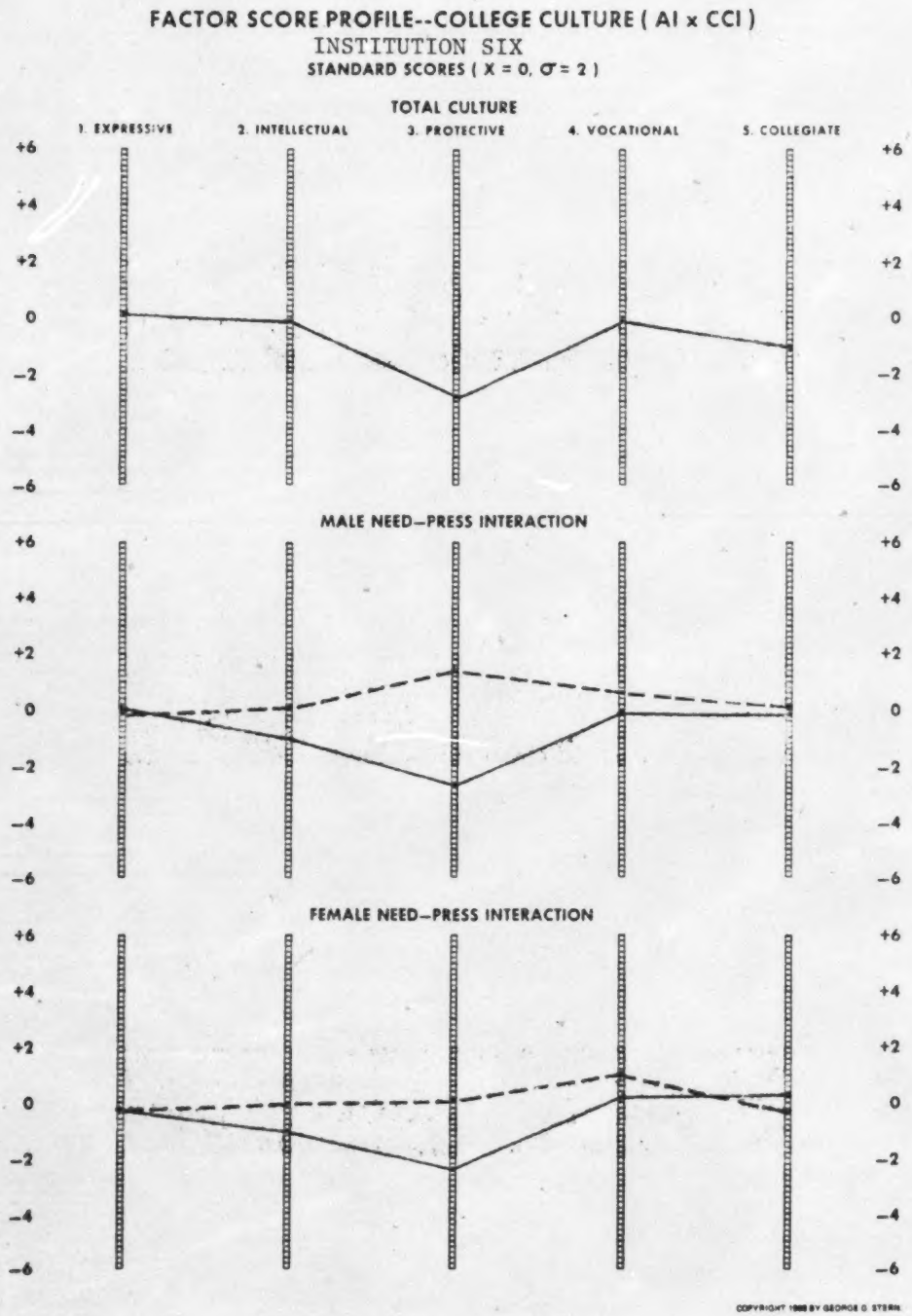
FACTOR SCORE PROFILE--COLLEGE CULTURE (AI x CCI)
INSTITUTION SIX
STANDARD SCORES (X = 0, σ = 2)
TOTAL CULTURE
1. EXPRESSIVE
2. INTELLECTUAL
3. PROTECTIVE
4. VOCATIONAL
5. COLLEGIATE
+6
+4
+2
0
−2
−4
−6
MALE NEED–PRESS INTERACTION
FEMALE NEED–PRESS INTERACTION
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CHART 7

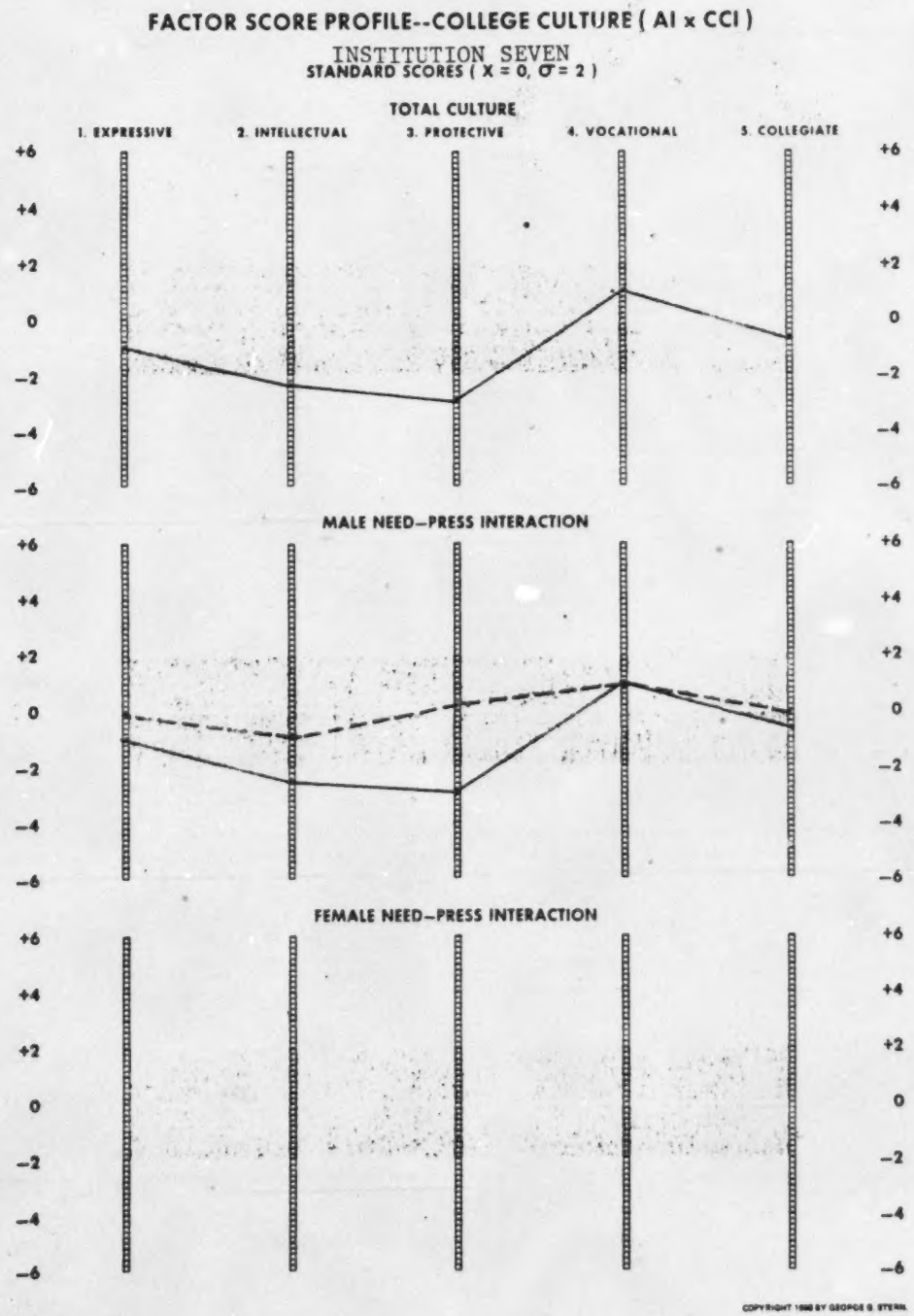

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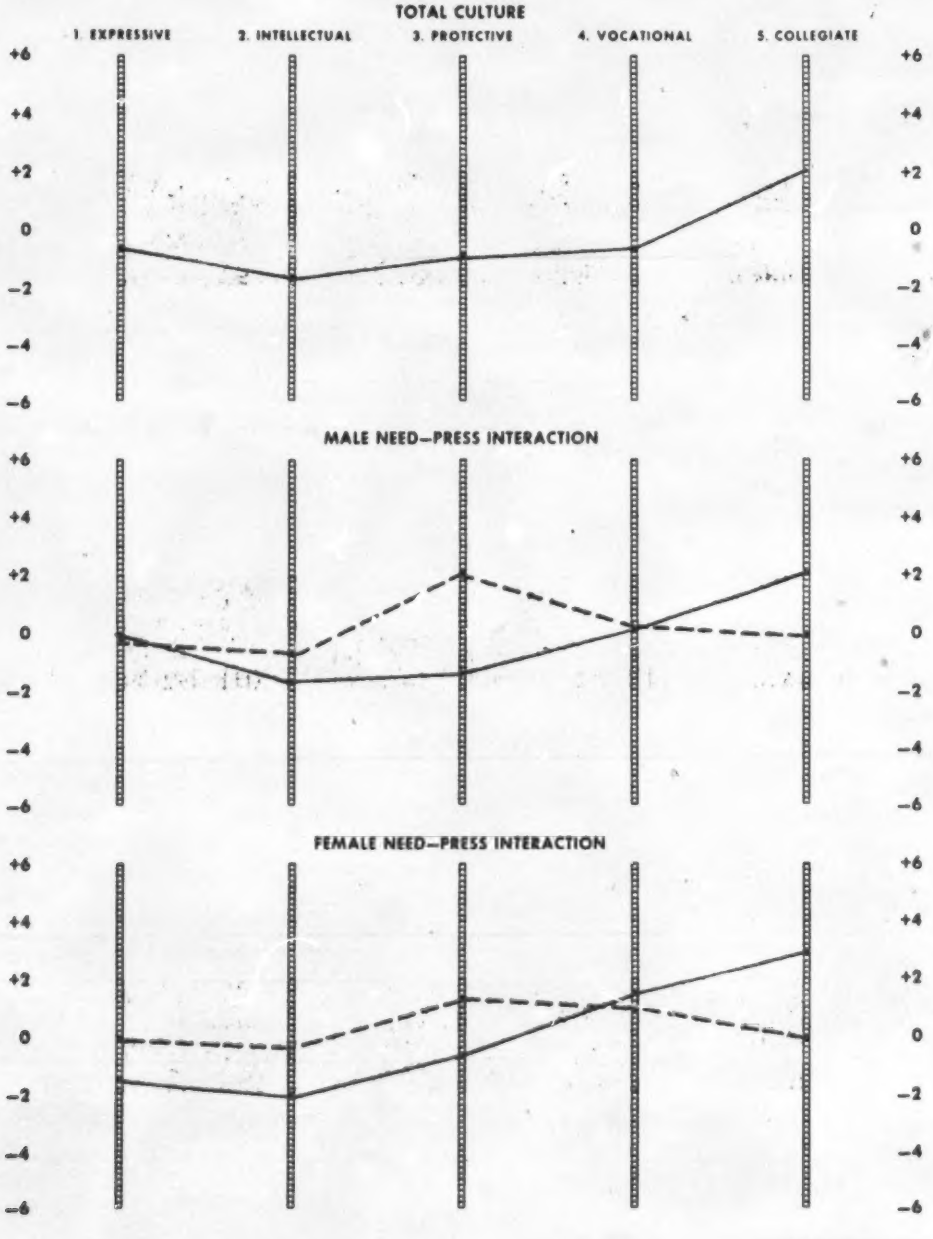
CHART 8

FACTOR SCORE PROFILE--COLLEGE CULTURE (AI x CCI)

INSTITUTION EIGHT

STANDARD SCORES (X = 0, σ = 2)



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